

# LBCC Budget Election April 17

## Linn County

Number	District	Precinct	Will vote at
4	Griggs		Griggs School
5	Albany (only)	0001, 0003, 0011 0094, 0097, 0105, 0106, 0107 0016, 0085, 0096 0005, 0008, 0007 0014, 0084, 0091 (0015, 0034, 0063, 0076, 0095, 0098, 0100)	Central School Lafayette School Liberty School Madison School Sunrise School
6C	Price		Waverly School
13	Sodaville		Price School
14	Grand Prairie		Sodavilla School
15	Oak Creek		Grand Prairie School
16C	Lebanon		Oak Creek School
19	Knox Butte		Lebanon Junior High
20	Dever		Knox Butte School
24	Riverside		Dever School
25	McFarland		Riverside School
26C	Tangent		McFarland School
30C	Sandridge		Tangent School
32	Millersburg		Plainview
33C	Hamilton Creek		Millersburg School
36	Oakville		Hamilton Creek School
552C	Central Linn		Oakville School
			Brownsville School
			Halsey
			Shedd Elementary
55	Sweet Home		Central Office
			Cascadia
			Crawfordsville
			Foster
			Holley
			Liberty
73C	Lacomb		Lacomb School
78	Denny		Denny School

Number	District	Precinct	Will vote at
81	Gore		Gore School
89C	Crowfoot		Seven Oaks School
95C	Scio		Centennial School
102C	Tennessee		Tennessee School
110C	Crabtree		Crabtree School
114	Lakeview		Lakeview School
124	Lourdes		Lourdes School
136C	Clover Ridge		Clover Ridge School

## Benton County

Number	District	Precinct	Will vote at
4	Oak Grove		Oak Grove School
7J	Alsea		Alsea School
17J	Philomath		Philomath Jr-Sr. High
			Blodgett Elementary
			Kinds Valley School
			Bellfountain
			Irish Bend School
23	Bellfountain		Alpine Elementary
24	Irish Bend		North Albany Elementary
26	Alpine		Fairmount School
34	North Albany		Fir Grove School
43	Fairmount		
74	Fir Grove		
509J	Corvallis		
		0102, 0131	Adams School
		0139 (Share)	Dixie School
		0104, 0107	Fairplay School
		0110, 0116	Franklin School
		0112, 0113, 0120, 0136	Garfield School
		0118, 0136 (Share)	Harding School
		0132, 0140, 0141 (Share)	Hoover School
		0111, 0114, 0115	Inavale School
		0101, 0141, (Share)	Jefferson School
		0135, 0139, (Share) 0142	Lincoln School
		0103, 0105, 0106, 0121	Mountain View School
		0119	Roosevelt School
		0117, 0109	Washington School
			Wilson School

# The



# Commuter

## New counselors assist Indians

## Magpie sound together

Two Indian counselors have joined the staff of Mr. Robert Talbot, head of the counseling department. They are Elizabeth Bartman, Aleut Indian, and Ben Zastrow, Blackfoot Indian.

Miss Bartman and Mr. Zastrow will be assisting Indian students now enrolled at LBCC, and providing guidance and information to prospective students in Linn and Benton counties.

Miss Bartman has worked in the Canadian-Indian Coalition and at the University of British Columbia, in Vancouver, where she was employed by Mr. Wilson Duff of the Archeology Department. Mr. Zastrow is a member of the board of Legal Aid, and has worked extensively for the Indian Census.

Miss Bartman and Mr. Zastrow are members of the

Association for Advancement of Urban Indians (AAUI) whose primary interest is in the education of the Indian people. The AAUI have set up a law scholarship for a graduate student. There will be a temporary facility for the AAUI on the new LBCC campus.

In addition to the financial aids now available at LBCC, students can also take advantage of a grant that is offered only to Indian students. To obtain this grant, a student must have proof of one quarter Indian blood or have been adopted by Indian parents. Proof can be obtained by either the family roll number or by writing to the tribal council of their ancestors.

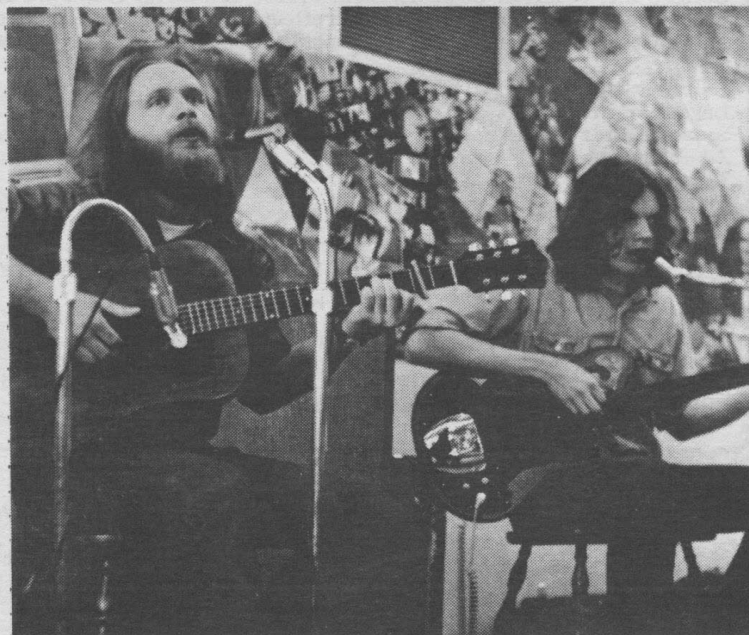
Miss Bartman and Mr. Zastrow can be contacted by calling the counseling center.

Magpie was featured at a coffee concert in the student center on Monday, April 8th. It was their second and best performance at LBCC this year.

The local Corvallis people may recognize Rich Ringeisen, lead guitar and vocals, from the Tower of London where he sings and plays some fine back porch music solo several nights a week. Rich also tells original, surprisingly humorous, jokes between songs. He was mainly responsible for the good rapport between audience and band.

Rich teamed with Ray Brass and Randy Kiesling last June to form Magpie. Ray is Magpie's quiet, good looking, great sounding, bass player. He has formerly stuck mainly to rock-n-roll and his electric overtones give a real boost to the groups smooth, down home style.

Randy is their percussionist. He plays the congas, giving the group Santana at its prime. Together, Magpie sounds very professional.



Rick Ringeisen and Ray Brass of MAGPIE.

Last month, Magpie realized one of their main goals. They

had a successful tour of California.

# Opinion

## Editorial

# Government again

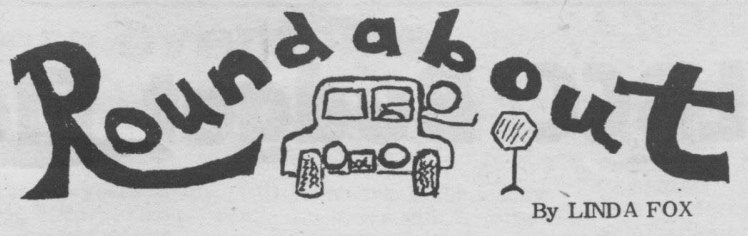
The student government is doing a fine job relating their ideas to the Oregon Community College Association, (OCCA) through the OCC Student Association.

Unfortunately, a large part of our student body doesn't even know what the OCCSA is or how they can obtain a voice through it. Now that election time is here, we get reports of what's been accomplished, but it doesn't seem to relate to what's been happening at our school.

Certain officers complain that students are apathetic. Before our government crusades for various causes, it should at least inform the student body, its' constituents, what it is doing. By keeping the issues in view, a student can understand what's happening enough to form pollable opinions.

Next year, student government will be allotted \$4,808. But since there is no true representation, due to lack of government-to-student communication, our supposed student government becomes just an exercise in the abuse of power. Are we getting our money's worth?

rd



# The art of drowning

I was one of the many people who never learned to swim as a kid. While all my brothers and sisters were paddling around in the beaver pond, I stayed on the bank, afraid that I might step on a beaver. When we went to the park to swim in the river, I stayed close to shore because of my fear of crawdads. I was always sure that I would step on one and in a fit of anger, he would bite off my toe. Therefore, I could only wade; it is very hard to swim and keep an eye out for crawdads at the same time.

Last year, I decided that since there was a lot going on in and around water that I was missing, I would learn to swim. I signed up to take myself and my terrible fear of water out to the school two nights a week for a class.

A major problem with night-time P.E. classes is the amount of energy you have left at 7:00 p.m. after eight hours of work and a big dinner. On the nights I was awake enough to go to class and had enough energy left to do something when I got there, I learned a few things about myself and the art of swimming! I didn't really have a fear of water — what I had ran a little closer to hysteria. The breathing for the crawl stroke I did beautifully

except I had a tendency to reverse it — inhale under water and exhale lying by the side of the pool after being pulled off the bottom by the instructor.

At the end of the term, I was the best wader in the class and had learned to backfloat. Actually, it wasn't a float; it was more like an octopus thrashing around on its back, but I did stay above water most of the time.

Now, after having fully mastered the basics of beginning swimming, a year later, after not having swam at all, I was ready for intermediate swimming. The people at the registration office didn't tell me that all the other intermediate swimmers were very good swimmers and were just taking intermediate swimming over again because the advanced class didn't fit into their schedules. All they wanted to know was, "Have you had beginning swimming?"

The first day of class the instructor said, "I'm not going to work you very hard today. Swim ten laps to warm up." Sure, I can do that. If it took me ten laps to warm up, I'd be out swimming the English Channel on weekends. It only takes TWO laps to kill me.

While everyone else was perfecting their strokes, I was

still worrying very much about drowning, which is a slight handicap to any real progress. I was practicing backfloating one day in class, just barely managing to keep my nose above water, when I happened to float by the instructor. He noticed that I was kicking wrong so he grabbed my feet and began showing me the correct way to kick. He got so involved in the kick, he failed to notice that when he lifted me feet up, my head went under. As I was getting down to my last morsel of air, I heard a girl beside him say, "Uh, pardon me, Teacher, but she appears to be drowning..."

This week, we are working on the sidestroke. The teacher explained to us that we have a weak side and a strong side. I found out that I do definitely have a weak side, but the other side isn't strong; I can't do it at all. I am getting better on the sidestroke, though. If I could go in a straight enough path to not hit the side of the pool, I could probably do a whole length.

I have decided that I just may learn to really swim this term or at least get over most of my fear of the water. If I live through the class, I will be in a lot better shape and if I don't, I will at least know how to drown gracefully.

## Tailfeathers

On "Welcome Death." Here! Here! I agree with you all the way but it seems a very important point was missed. When we speak of letting a person die naturally, we assume that the person will have a

choice; that a physician can say to his patient, "It is inevitable that you die, the length of time it takes is up to you." The problem is this... when a body has reached that point where it is more alive than dead due to technology, that body is usually beyond the point of saying, "let me die." The problem rests with the family... it becomes their decision, for the person lying numb in his bed no longer can voice his opinion. Having lost my father in his forty-third year to cancer... knowing that even in the hell he lived in that he was fortunate for having died so quickly... I look back and wonder in my rational, reasonable mind what I would have answered if a physician had asked me, "Shall we let this man die?"... because I knew that the man on the bed, attached to life through tubes and filled with pain was only alive through the sheer determination to be alive that still lived somewhere in his fogged mind. I am sure that the man on the bed was not

afraid of death but of losing life and I can only wonder what my answer would have been... or the answer of anyone in the situation. We people are a selfish lot, hanging on to those we love for fear of losing them, even in death... but what if you know that the body is dying and the mind wants to live?

LINDA BABCOCK

## Staff Column

By CHUCK RICHTER

Picture yourself driving to school from Corvallis (Corn Valley). It's morning and you all know how you feel in the mornings (especially Mondays). And, mostly out of habit, you turn down Looney Lane on your way to academia extraordinaire. Suddenly, you are being bounced around like a ball in a U.S. vs. China Table Tennis match. After a few illustrious adjectives, you realize that the road you're on resembles the aftermath of a B-52 bomb run.

It seems to me that, at least, adequate repair on a road used by so many is not too much to ask. There is an alternative road, however. Looney is a real nice uncommercialized road early in the morning, especially if you're not dodging craters. Drive it, you'll hate it.

## THE COMMUTER

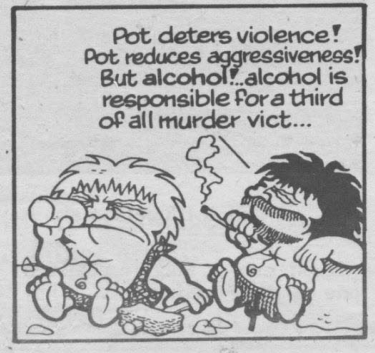
THE COMMUTER is a weekly publication of the Associated Students of Linn-Benton Community College and students of Journalism 9.026. Editorial views are expressions of the individual staff writer and do not necessarily reflect the views of either the Associated Students or the Administration of Linn-Benton Community College.

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# LBCC proposed grading system

If adopted will become effective Fall Quarter, 1973

## INTRODUCTION

After two years of study and debate, the Admissions and Grade Standards Committee (AGSC) proposes the following total grade system. This is not a new concept. It has been implemented by such institutions as the University of Oregon Medical School, University of Oregon, Portland State University, Willamette University, and soon to be introduced at Lane Community College.

Unlike prior proposals, this is not a piecemeal reform of the existing grading system, but is a total system approach. Under this proposed system, the student who is presently escaping accountability with the accumulation of W's, I's, and in some cases D's, will be identified.

The committee members have reached the conclusion that at present we have a punitive system, inequitably administered with practically no accountability for those students who are unable or unwilling to meet the course requirements. Accountability under this new system would be based upon the students' completion of coursework rather than an inefficient, often misunderstood, GPA.

## GRADES AND MARKS

A student's performance will be determined by the following grades and marks:

1. Differentiated grade option: A - excellent, B - good, C - satisfactory.
2. Undifferentiated grade option: P - pass.

Application of the P will take the following form:

1. All courses will be available on a P basis at the option of the student.
2. Students may not exercise the P option in any course considered to be a part of their declared major or area of concentration.
3. Individuals may opt on the P through the instructor of the class (using the present \*form exhibit A attached).
4. The student may request a P from the instructor at any time during the quarter up to the last day of regular classes before finals week. The change back to regular grading can be made only with the permission of the instructor.
5. The maximum number of P credits allowed towards an LBCC associate degree will be 16, not including those with a mandatory P grade. Required major courses taken on an undifferentiated grade basis prior to declaration of major may be applied to graduation requirements. (Special requests in a major field may be submitted to the Dean of Students.)
6. Students planning to transfer to another institution should always check that institutions requirements regarding the number of acceptable P credits.

## 3. Other marks:

1. I - Incomplete, assigned when the quality of a student's work is satisfactory but some essential requirement of the course has not been completed by grade time; or when, upon mutual agreement between instructor and the student, the grade is withheld pending the completion of work after the end of the term. I converts to a W after a lapse of one regular school quarter. If an individual receives an I during the spring quarter, he shall have until the end of the following fall quarter to complete the I.
2. W - assigned when the student is not eligible for one of the available marks.
3. AU - Audit, used for those individuals who wish to participate in the class without receiving a mark. May be assigned only to those who have registered under audit.
4. AW - Administrative Withdrawal, withdrawals for reasons beyond the students control. Under no circumstances will administrative withdrawals be granted to permit a student to circumvent the grading system.

A student who believes that he has valid reasons for an administrative withdrawal may obtain a petition from the Office of the Dean of Students, the Guidance Center, or the Student Health Center, whichever seems appropriate to the reason for seeking the withdrawal. The completed petition should be returned to the office where it was obtained. The Dean of Students makes the determination whether to grant the request. If an administrative withdrawal is approved, "AW" appears on the student's record including the date such action is granted. Contact the Office of the Dean of Students for detailed information on the conditions and procedures for administrative withdrawals.

5. Y - no basis for grading, this mark is to be used for block approved classes only. Y is considered a "bridge" over the quarter grading period and generally indicated continued enrollment in the block courses

## GRADE REQUIREMENTS FOR GRADUATION

To receive an Associate Degree at LBCC, a student must have completed 90 hours of A, B, C or P. Exceptions would be those LBCC students enrolled prior to Fall, 1973, and transfers from another institution. (See Continuing and Transfer Students.)

## ACADEMIC STANDING

Academic standing is to be determined by the means of a ratio between credit hours attempted and those completed. Withdrawal from a course during the first two weeks of a term is not regarded as an attempt to complete the course. Academic warning and probation will be determined by the following table:

	Registered Credit Hours Attempted	Warning	Probation
Range 1	0 - 44	10 crs. <u>W</u> or <u>I</u>	18 crs. <u>W</u> or <u>I</u>
Range 2	45 - 108+	10 crs. <u>W</u> or <u>I</u>	16 crs. <u>W</u> or <u>I</u>

W and I do not accumulate from one registered credit hour to another. Also the designation AW (administrative withdrawal) is not considered as part of the cumulative academic standing. Under no circumstances will the AW be granted to permit a student to circumvent the grading system. The Dean of Students makes the final determination whether to grant a request for an AW. Any student who reaches a point of probation under the new grading policy may reenroll at LBCC upon petitioning through the Probation Subcommittee of the AGSC.

No transfer student seeking admission to LBCC shall be placed on probation as a result of his previous academic record at another institution. He will receive counseling during the entry interview as provided by Guidance Services.

## DISQUALIFICATION AND REQUALIFICATION

A student who has been placed on academic probation may be disqualified by the Probation Subcommittee of the AGSC. A student may petition to the Probation Subcommittee for requalification to LBCC.

## CONTINUING AND TRANSFER STUDENTS

Individuals who were students at LBCC during the summer term 1973 or earlier terms and new transfer students will not be held accountable for Ws and Is earned in prior terms. For purposes of accumulating Ws and Is, they will be placed at the bottom of a registered credit hour range.

Students disqualified at the end of the spring term or earlier terms must petition the Probation Subcommittee of the AGSC.

The college will continue to accept grades of A, B, C, D and P in transfer.

## GRADE POINT AVERAGES (GPAs)

The Registration Office will continue to compute GPAs, current and cumulative, on student grade reports. A LBCC student who has less than a 2.00 GPA at the time of summer term 1973, or prior term enrollment must have a 2.00 GPA for graduation and thus must earn sufficient credits with A and B grades to accumulate a 2.00 GPA. The GPA scale is as follows: A = 4, B = 3, C = 2.

## HONOR ROLL AND GRADUATION WITH HONORS

The AGSC is formulating new guidelines on honors and honor roll.

## STUDENT APPEALS

Students may appeal all decisions in respect to their academic records as outlined in the document "Student Rights, Freedoms, Responsibilities & Due Process." Questions relating to appeals should be directed to the Office of the Dean of Students.

# Features

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## Student opinion sought

Do you favor a revised grading system?

The hottest controversy on the Linn-Benton campus this week is the new proposed grading system. The faculty has been voting on this issue all week and now student government would like to find out the students' opinions. A ballot and complete statement of the new proposed grading system, the same as the faculties, has been included in this issue of the COMMUTER for the convenience of students.

A brown voters box has been placed next to the Student Government Office for deposit of student votes. Student leaders urge all students to take advantage of this opportunity to voice their opinions; the final decision will effect them.

Informal comments about the current system and the proposed system are as follows:

1. The W can make an athlete ineligible for sports and a D wouldn't.
2. A W can change to a satisfactory grade and a D remains a permanent part of your college record.
3. New system is all positive and work must be satisfactory.
4. G.P.A. will be a misconception of ability and attitude if changed because not less than C's are given out to add into G.P.A.'s.

5. Higher G.P.A.'s would put people in positions they are not capable of working in.

6. A determined student will not receive a below satisfactory grade.

7. What distinguishes a D from a F is imprecise.

8. If a student wants a "W" it is his responsibility to ask for it.

9. If a student receives a D but later can complete the course with an A, why should he retain the D? It is punitive to do so.

## Photo Club shows work

The LBCC Photo Club is having a photo show in the foyer. Leslie Dickinson, Ruby Dirks, David Giuliane, Jay Burnham, Tom Moore and Tom Nousen, members of the club presenting the show have just completed photographing a slide show for the YMCA of Albany. The slide show illustrates the facilities at the Y and is being used for promotional purposes.

## BALLOT — GRADING SYSTEM

I vote YES for the proposal as submitted. Student Number \_\_\_\_\_

I vote NO for the proposal as submitted.

COMMENTS:

# Sports

# Government relations

As reported by STEVE MALONE

## Baseball Scoreboard

DATE	OPPONENT	SCORE LBCC — OPPONENT
3-23	Lower Columbia CC	3-4
3-27	U of O JV	5-3, 1-10
3-30	Mt. Hood CC	1-0
	Lower Columbia CC	10-2
	Bellevue CC	3-9
4-3	Clark CC	0-10, 3-4
4-5	OSU JV	1-6, 10-2
4-7	Clark CC	5-6, 6-5
4-10	Lane CC	6-1, 9-6
4-11	Mt. Hood CC	12-10

## Schedule of games

DATE	OPPONENT	PLACE	TIME
Tues., 4-24	Lane CC	Albany Memorial Field	1:00 p.m.
Thurs., 4-26	U of O JV's	Albany Memorial Field	1:00 p.m.
Sat., 4-28	Chemeketa CC	Salem	1:00 p.m.

## Morin hero in surprise finish

On Wednesday, April 11th, LECC freshman third base, was the hero of the day in a last minute home run that captured for the Roadrunners their second conference win of the season.

The Roadrunners were ahead until the middle of the game when Mt. Hood pushed ahead 10-6. In the bottom of the sixth, LBCC scored three more runs to bring the score to 10-9, Mt. Hood still in the lead.

Until the end of the ninth inning, it looked as if that was

the end of the game. Neither side did any more scoring.

In the bottom of the ninth, LBCC had their last chance to turn the game in their favor. Keith Cooper got a hit, but was put out on first. Glenn Hubert hit a double and Steve Davidson walked to first. With a man on first and second, Paul Morin saved the game with a beautiful hit out of the park which ended the game 12-10.

The Roadrunners conference record now stands at 3-0.

## LBCC wins league opener

LBCC won the league opener doubleheader played at LBCC in Eugene, Tuesday, April 10th, 9-1, 6-1.

The Roadrunners, defending state champs, although only 7-8 in the overall season, are now 2-0 in OCCAA play with this sweep.

Jim Davidson had a sore arm and looked strong for four innings, but tired in the final three. He gave up four hits.

Mike Ripley finished the game by scattering out three hits, striking out nine, and walking only three.

"Things are looking up now," said McClain. "I'd say we put it together pretty well."

Heil had four hits in the two games and Jim Davidson had three, including a triple in the first game.

The Oregon Community College Student Association elected new state association officers at the OCCSA annual Spring Convention, April 5-7, 1973. Hosted by the Valley Region of the student association (Chemeketa, Lane and Linn-Benton community colleges), the convention was held at the Inn at Spanish Head, Lincoln City.

Over one hundred and fifty association officers, delegates, interested students, guests, and advisors were in attendance at the convention. Stephen Hurlbert, LBCC's Student Body President, as elected as the new OCCSA President for the upcoming year. (Yeah Steve!) In addition to election of officers, convention participants drafted proposed resolutions to be presented to the annual Oregon Community College Association convention to be held at Mt. Hood Community College in May.

Workshops were held on effective implementation of organization resolutions; future goals of OCCSA and OCCA; facilitating communications within the organization and between the different sections of the OCCA; student activities on the community college campus; legislative issues and concerns; student rights; and student role in collective bargaining.

Other association business included consideration of constitutional amendments and bylaws revisions and selection of a site for the OCCSA Fall Convention.

Additional scheduled activity for the three-day convention included individual college caucuses and meetings of the schools within the four regions of the student organization.

Entertainment for convention registrants was a dance Friday and Saturday evening, banquet Saturday, and a continuous showing of the early 1930's movie, "Reefer Madness" Thursday afternoon and evening.

Linn-Benton No. 1  
DRAFT RESOLUTION  
PASSED

WHEREAS many Oregon Veterans go through a period of readjustment after release from active duty and

WHEREAS many of these Veterans reside in different parts of the state for a number of months during this readjustment period and

WHEREAS these Veterans quite often use this time period for evaluating their best opportunities in furthering their education, and

WHEREAS during this time the Veterans have not normally established a permanent district residency:

THEREFORE BE IT RESOLVED that OCCSA ask OCCA to support the concept that all Oregon Veterans be entitled to in-district tuition rates if they enter school the first Fall term after their discharge or within nine (9) months of discharge.

FURTHER BE IT RESOLVED that all Oregon Veterans whose residence following their discharge is in an area not within a Community College district be entitled to in-district tuition rates upon matriculation at the Community College where they choose to continue their education.

Linn-Benton — Resolution No. 2

WHEREAS current legislation concerning anti-discrimination laws for employment purposes has become an important issue on all community college campuses.

WHEREAS Affirmative Action programs are now being developed on most campuses for the purpose of conforming to the Federal guidelines now in force.

WHEREAS All community colleges should adopt the concept that students with proper qualifications be absorbed into the college as an employee whenever a position is made available.

WHEREAS without minority students to draw from, any college Affirmative Action program relating to employment is not complete.

THEREFORE BE IT RESOLVED that OCCSA assist each member college in developing an Affirmative Action program for the recruitment of minority students within each college's geographically limited area.

FURTHER BE IT RESOLVED that OCCSA request OCCA to form a commission to deal with this specific issue.

## Roadrunner review

### Runners overcome errors

The Roadrunners seemed to overcome their error syndrome Saturday when they traded 6-5 decisions with Clark Community College.

Clark had two home runs in the first game — a solo shot by Jim Erickson and a three-run hit by Stu Fredericks. The Roadrunners' Mike Bruce hit a home run in the last of the 7th, but LBCC's rally fell short and the game ended with a 5-6 loss.

In the second game, Clark led 5-4 in the fifth frame. In the last of the 7th, the Roadrunners took control of the game with a double steal — Ron Wolfe walked and Bill Hambrick sacrificed Wolfe to second. Layne Amos and Keith Cooper walked, which loaded the bases. On a bunt from Jack Foreman, Wolfe scored to tie the game 5-5. Then, the throw to first was off and Amos scored from second to give LBCC the win, 6-5.

After the game, Coach McClain commented, "We're looking more and more like a baseball team. We're more competitive and we're more intense. Our pitching is improving and we're getting more out of our hitting."

### Double header

LBCC split a doubleheader with the Oregon State JV's Thursday, April 5th, in a non-conference game on the Beavers' home field.

The Beavers took the opening game 6-1 with OSU's Pat Daron's four-hit pitching.

The Roadrunners came back to capture the second game 10-2. LBCC collected 13 hits in this game, including two triples and a single by center fielder Mike Bruce and three hits by Ron Wolfe.

## Club News Chess Club tournament

The chess club of LBCC began its chess tournament on Monday, April 9, 1973. The tournament is being held on campus and the games are played according to the class schedules of the players. There are fourteen players competing in the tournament. The winners will be decided by the process of double elimination. In the final elimination, the winner will have to win two out of three games. The tournament will continue until the end of the week or the first of next week.

The chess club began in late October and now has eighteen members. Wayne Pruitt is the President. They have a full schedule playing other colleges and private clubs. Their schedule is as follows, Albany Chess Club — April 18th and 25th, Clackamas Community College — April 28, and U.S.O. — May 1.

### Termpapers

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